

Executive Summary School Accountability Report Card, 2006-07

For DeWitt Nelson HIGH School

Address: 7650 South Newcastle Rd., Stockton, CA 9213-9003

Phone: 209-944-6168

Principal: Susan HArrower

Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

DeWitt Nelson High School (DWNHS) is the educational program located within the DeWitt Nelson Youth Correctional Facility (DWNYSF). DWNHS has a total staff of approximately 35 people and includes, teachers, specialists, teaching assistants, administrators and related support staff. In addition, the school participates in the Foster Grandparent Program in which senior citizens volunteer their time and services to the students in the classroom and living unit environments.

The DeWitt Nelson Youth Correctional Facility houses an all male population of incarcerated youth between the ages of eighteen and twenty-five, and is one of three facilities within the Northern California Youth Correctional Center (NCYCC) located in a rural area of Stockton, California in the San Joaquin Valley.

Students at DWNHS have been committed to the California Department of Corrections and Rehabilitation (CDCR) Division of Juvenile Justice for various offenses and are able to achieve their education and treatment goals through the cooperation of custody, treatment and education staff. Since safety and security are of the utmost importance, education decisions that may have an impact on the operation of the facility are presented to the Office of the Superintendent for the facility, and any problems are worked out with input from security, treatment and educational supervisors and managers.

The institution is constructed on a 32 acre plot and the major structures include administrative building, a school office/administrative building, a 27 classroom school, gymnasium, swimming pool, athletic field, Catholic and Protestant Chapels and eight living units. Only four of the living units are currently being used to house young men at this time.

DWNYSF currently has a total population of approximately 110 young men. All of the young men are eligible for educational services through the high school program, GED program or via college correspondence courses that are coordinated through the school. DWNHS provides a comprehensive high school setting with many support services. Students that qualify may receive English Language Learner, Special Education and/or Elementary and Secondary Education Act support services so that they are able to have access to the core curriculum.

Student Enrollment

Group	Enrollment
Number of students	110
African American	40%
American Indian or Alaska Native	1%
Asian	1 %
Filipino	0%
Hispanic or Latino	46%
Pacific Islander	4%
White (not Hispanic)	8 %
Multiple or No Response	0 %
Socioeconomically Disadvantaged	100%
English Learners	23%
Students with Disabilities	26%

Teachers

Indicator	Teachers
Teachers with full credential	19
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

As part of a state run youth correctional facility, DWNHS has access to a centralized Physical Plant Operations division for facility maintenance. Five portable classrooms were added in 2007 to enhance the availability of educational programming as well as a new emergency alarm system. There continues to be a need to repair the athletic field, provide air conditioning in the gymnasium and to improve the plumbing within the school area.

Repairs Needed

DWNHS is slated for closure on June 30, 2008. General maintenance is being completed as needed, however no major repairs are being planned at this time.

Corrective Actions Taken or Planned

None.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$21,525
District	\$27,306
State	\$7,521

Student Performance

Academic Progress

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	%
Mathematics	0%
Science	0%
History-Social Science	0%

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	ASAM School
Statewide Rank (from 2007 API Base Report)	
2007-08 Program Improvement Status (PI Year)	

School Completion

Postsecondary Preparation

Indicator	Result
Graduation Rate	19%

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State	0%

School Accountability Report Card Reported for School Year 2006-07 *Published During 2007-08*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	De Witt Nelson High	District Name	California Education Authority
Street	7650 South Newcastle Rd.	Phone Number	916-262-1500
City, State, Zip	Stockton , CA 95213-9003	Web Site	http://intranet/DJJ/education/edu_home.asp
Phone Number	(209) 944-6168	Superintendent	Doug McKeever, Director of Programs

Principal	Susan Harrower	E-mail Address	Doug.McKeever@cdcr.ca.gov
E-mail Address	Susan.Harrower@cdcr.ca.gov	n/a	n/a

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement

This section provides information about the school's goals and programs.

DeWitt Nelson High School is one of eight WASC accredited schools comprising the California Education Authority (CEA) district. DWNHS is accredited through June 2009 and confers high school diplomas by offering coursework that meets California Department of Education content standards.

A GED test preparation track is offered to those students who meet the CEA established criteria and vocational programming to earn industry recognized certifications is also an integral part of the educational experience for both non-graduates as well as graduates.

One of the unique features of DWNHS is that the CEA requires its students to complete 10 credits in Character Education. These courses include Impact of Crime on Victims, Employability, and Transition for Success. All other statewide requirements must be met by DWNHS students in order to receive a high school diploma. This includes passing the California High School Exit Exam.

DWNHS's Vision/Mission Statement is: "The DeWitt Nelson High School faculty is committed to providing students with the opportunity and technology for a high school education that meets the standards mandated by the California Department of Education.

We will assist them in developing the tools for critical thinking, social proficiency and personal growth so that they may make positive, reality-based choices and experience self-worth. We want to maximize our students' learning beyond literacy so that they may lead crime-free, responsible, fulfilled lives. Our goal is to prepare students to obtain gainful employment and equip them for entry into a technology-based work environment. The immediate reward is for the student; however, it will ultimately benefit society as a whole because the result will be more productive, socially conscious individuals."

Opportunities for Parental Involvement

DeWitt Nelson is a high school for incarcerated students age 18 years and older. Most of the "parental functions" are provided by the staff at DWNHCF and included housing, meals, security, counseling, medical and mental health treatment.

Parents interact with their sons via phone and mail, in person during weekend visiting days, at Individualized Education Plan meetings and at the school graduation exercises. In addition, special activities such as a Mother-Son Valentine's Day dinner and Family Day Bar-B-Ques have been held in order to promote parental involvement.

Community involvement is an important part of the programs at DWNHS. The Foster Grandparent Program (FGP) places senior volunteers into the classrooms and living units to provide one-on-one instruction and tutoring as well as opportunity for the young men to talk to and get adult advice.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	1
Grade 3	0	Grade 10	28
Grade 4	0	Grade 11	39
Grade 5	0	Grade 12	40

Grade 6	0	Ungraded Secondary	2
Grade 7	0	Total Enrollment	110

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	40%	White (not Hispanic)	8%
American Indian or Alaska Native	1%	Multiple or No Response	0%
Asian	1%	Socioeconomically Disadvantaged	100%
Filipino	0%	English Learners	23%
Hispanic or Latino	46%	Students with Disabilities	26%
Pacific Islander	4%	n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9.2	9	0		10.7	11	0	0	9.6	15	0	0
Mathematics	13.7	3			9.0	3			13.9	10		
Science	17.5	4			16.3	4			15.0	5		
Social Science	17.2	5			17.3	6			14.0	11		

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

School safety is part of an overall institutional safety program. Preventative measure such as faculty meetings, classroom management plans and safety training are utilized to decrease the number of incidents. In addition, correctional peace officers are part of the school and complete classroom security checks and respond to any behavioral incidents. There is a positive incentive behavior system that is utilized throughout the facility and educational staff are able to document unsafe student behavior as part of this system. In addition, the institution has a comprehensive Multi-Hazard Plan in case of emergency.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

As a school that was constructed nearly 40 years ago, DWNHS has many needs for improvements in the facility condition. Due to the impending closure of this facility, however, many of the major expenditures may not be made. Through the efforts of the Janitorial and Landscaping vocational programs, the grounds and classrooms are maintained by students who are working on earning their certifications.

Plant Operations addresses major repairs, such as heating, electrical, air conditioning and sewage lines. Due to the age of the buildings and systems, breakdowns occur frequently, but have usually been brought back on line relatively quickly. Much of the physical plant and supporting infrastructure is past its prime, and disruptions to educational programming occur, especially during the winter and summer months when temperatures are more extreme. Major repair costs are sometimes limited by budgetary constraints.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems			X	Heating/AC, Electrical does not meet current specifications of structural integrity.
Windows/Doors/Gates (interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)			X	Some of the walls in the classrooms are showing signs of aging.
Hazardous Materials (interior and exterior)	X			

Structural Damage			X	Many of the portable buildings are past their expiration dates and have serious external structural damage.
Fire Safety	X			
Electrical (interior and exterior)				Age generated deterioration and lack of adequate electrical power for programs.
Pest/Vermin Infestation			X	Athletic field is infested with ground squirrels and is unusable.
Drinking Fountains (inside and outside)		X		Many of the drinking fountains are inoperable. Two new drinking fountains were installed in the school area.
Restrooms			X	Age generated deterioration noted. Some restrooms have significant ongoing problems.
Sewer			X	Substandard. Some of the tree roots have grown into the sewage system and need to be removed.
Playground/School Grounds			X	Overall problems with sprinkler systems. Pavement is uneven and ramps to classrooms are deteriorated.
Roofs		X		There are some problems with leaking during the rainy season in some of the classrooms.
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary			X	

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	19	18	22	252
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	3

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	

Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	2	N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Exceeds standard	0%
Mathematics	Exceeds standard	0%
Science	Meets standard	0%
History-Social Science	Exceeds standard	0%
Foreign Language	N/A	N/A
Health	Meets standard – Currently being reviewed by district	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$15,221	\$471	\$14,751	\$79,178
District	\$21,712	\$1,374	\$20,338	\$76,658
Percent Difference – School Site and District	-30%	-66%	-27%	+3%
State	\$7,521	N/A	N/A	\$63,640
Percent Difference – School Site and State	+102%	N/A	N/A	+24%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

English Language Learner/Title 3

Carl Perkins/Part A – State Leadership
 Carl Perkins/Part B – Secondary Education
 Workforce Investment Act – Adult Education Family Literacy
 Special Education/IDEA Part B
 Library-Media Program
 Prop 98/General Fund
 Lottery – State Special Fund
 Elementary and Secondary Education Act (ESEA)

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 55,418-78,173	\$ 38,525
Mid-Range Teacher Salary	\$ 61,444-96,094	\$ 61,143
Highest Teacher Salary	\$ 65,820-102,938	\$ 78,754
Average Principal Salary (Elementary)	\$ N/A	N/A
Average Principal Salary (Middle)	\$ N/A	N/A
Average Principal Salary (High)	\$ 81-588-104,172	\$102,007
Superintendent Salary	\$ 74,076-160,572	\$ 134,261
Percent of Budget for Teacher Salaries	95 %	36.7 %
Percent of Budget for Administrative Salaries	1 %	6.1 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	3	1	0	3	2.2	1	40	42	43
Mathematics	5	0	0	1.5	3.5	2	38	40	40
Science	3	0	0	0.7	1.7	1	27	35	38
History-Social Science	6	0	0	1.8	0.5	1	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

[NRT Results by Student Group – Most Recent Year](#)

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Male	N/A	N/A
Female	N/A	N/A
Economically Disadvantaged	N/A	N/A
English Learners	N/A	N/A
Students with Disabilities	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-language arts and mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
African American	64	36	0	86	14	0
American Indian or Alaska Native	64	36	0	86	14	0
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	*	*	*	92	8	0
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	64	36	0	86	14	0
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	0%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

As an alternative school, DeWitt Nelson High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

As an alternative school, DeWitt Nelson High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	N/A	N/A
Participation Rate - English-Language Arts	N/A	N/A
Participation Rate - Mathematics	N/A	N/A
Percent Proficient - English-Language Arts	N/A	N/A
Percent Proficient - Mathematics	N/A	N/A
API	N/A	N/A
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

As an alternative school, DeWitt Nelson High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0	0	0	0	0	0	3.2	3.1	3.5
Graduation Rate	100%	100%	100%	100%	100%	100%	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students		52.6%	N/A
African American	27%	17.5%	N/A
American Indian or Alaska Native	0.0%	.04%	N/A
Asian	1.0%	1.8%	N/A
Filipino	0.0%	0.2%	N/A
Hispanic or Latino	67%	24.1%	N/A
Pacific Islander	0.0%	0.8%	N/A
White (not Hispanic)	0.0%	7.8%	N/A
Socioeconomically Disadvantaged	100%	52.6%	N/A
English Learners	39%	12.0%	N/A
Students with Disabilities	28%	12.2%	N/A

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	249
Percent of pupils completing a CTE program and earning a high school diploma	17
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All courses		

XI. Instructional Planning and Scheduling

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	232	180 days
10	232	180 days
11	232	180 days
12	232	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

44 days are scheduled for student advising and counseling.